

Springdale Elementary

361 Watling Road

West Columbia, South Carolina 29170

Grades K-5 Elementary School

Enrollment 387 Students

Principal Dr. Thomas E. Smith 803-739-4175

Superintendent Barry F. Bolen 803-739-8399

Board Chair Jerry S. Chitty 803-739-4708

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	47	20	0	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes
2005	Good	Below Average	Yes

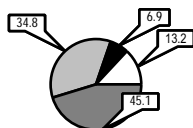
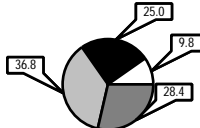
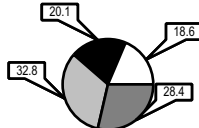
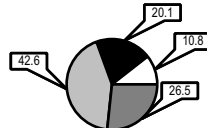
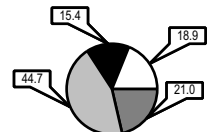
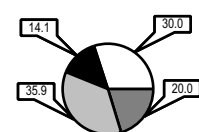
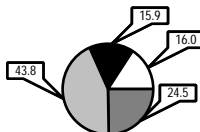
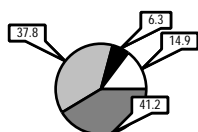
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	215	100.0	13.2	34.8	45.1	6.9	67.2	Yes	Yes
Gender									
Male	112	100.0	18.3	41.3	35.6	4.8	55.8		
Female	103	100.0	8.0	28.0	55.0	9.0	79.0		
Racial/Ethnic Group									
White	166	100.0	8.6	34.4	49.7	7.4	72.4	Yes	Yes
African American	43	100.0	34.2	36.8	23.7	5.3	44.7	I/S	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	178	100.0	3.6	36.3	51.8	8.3	76.8		
Disabled	37	100.0	58.3	27.8	13.9	0.0	22.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	215	100.0	13.2	34.8	45.1	6.9	67.2		
English Proficiency									
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	214	100.0	13.2	34.8	45.1	6.9	67.2		
Socio-Economic Status									
Subsidized meals	91	100.0	21.7	36.1	38.6	3.6	61.4	Yes	Yes
Full-pay meals	124	100.0	7.4	33.9	49.6	9.1	71.1		

Mathematics – State Performance Objective = 36.7%									
All Students	215	100.0	9.8	36.8	28.4	25.0	71.1	Yes	Yes
Gender									
Male	112	100.0	11.5	36.5	25.0	26.9	70.2		
Female	103	100.0	8.0	37.0	32.0	23.0	72.0		
Racial/Ethnic Group									
White	166	100.0	6.7	34.4	30.7	28.2	78.5	Yes	Yes
African American	43	100.0	23.7	44.7	18.4	13.2	39.5	I/S	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	178	100.0	4.2	35.1	31.5	29.2	79.8		
Disabled	37	100.0	36.1	44.4	13.9	5.6	30.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	215	100.0	9.8	36.8	28.4	25.0	71.1		
English Proficiency									
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	214	100.0	9.8	36.8	28.4	25.0	71.1		
Socio-Economic Status									
Subsidized meals	91	100.0	15.7	48.2	25.3	10.8	56.6	Yes	Yes
Full-pay meals	124	100.0	5.8	28.9	30.6	34.7	81.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	215	100.0	18.6	32.8	28.4	20.1	48.5
Gender							
Male	112	100.0	19.2	33.7	30.8	16.3	47.1
Female	103	100.0	18.0	32.0	26.0	24.0	50.0
Racial/Ethnic Group							
White	166	100.0	14.1	31.9	31.3	22.7	54.0
African American	43	100.0	39.5	31.6	18.4	10.5	28.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	178	100.0	8.9	35.1	32.7	23.2	56.0
Disabled	37	100.0	63.9	22.2	8.3	5.6	13.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	215	100.0	18.6	32.8	28.4	20.1	48.5
English Proficiency							
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	214	100.0	18.6	32.8	28.4	20.1	48.5
Socio-Economic Status							
Subsidized meals	91	100.0	32.5	32.5	20.5	14.5	34.9
Full-pay meals	124	100.0	9.1	33.1	33.9	24.0	57.9

Social Studies							
All Students	215	100.0	10.8	42.6	26.5	20.1	46.6
Gender							
Male	112	100.0	11.5	42.3	25.0	21.2	46.2
Female	103	100.0	10.0	43.0	28.0	19.0	47.0
Racial/Ethnic Group							
White	166	100.0	8.0	42.3	28.2	21.5	49.7
African American	43	100.0	23.7	44.7	15.8	15.8	31.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	178	100.0	5.4	41.1	31.0	22.6	53.6
Disabled	37	100.0	36.1	50.0	5.6	8.3	13.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	215	100.0	10.8	42.6	26.5	20.1	46.6
English Proficiency							
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	214	100.0	10.8	42.6	26.5	20.1	46.6
Socio-Economic Status							
Subsidized meals	91	100.0	14.5	48.2	27.7	9.6	37.3
Full-pay meals	124	100.0	8.3	38.8	25.6	27.3	52.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	61	100.0	9.8	21.3	36.1	32.8	68.9
	4	82	100.0	12.8	29.5	57.7	N/A	57.7
	5	78	100.0	14.3	45.5	37.7	2.6	40.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	70	100.0	9.0	22.4	56.7	11.9	68.7
	4	65	100.0	10.2	44.1	40.7	5.1	45.8
	5	80	100.0	19.2	38.5	38.5	3.8	42.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	61	100.0	3.3	47.5	32.8	16.4	49.2
	4	82	100.0	10.3	38.5	30.8	20.5	51.3
	5	78	100.0	7.8	35.1	29.9	27.3	57.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	70	100.0	3.0	38.8	29.9	28.4	58.2
	4	65	100.0	10.2	30.5	35.6	23.7	59.3
	5	80	100.0	15.4	39.7	21.8	23.1	44.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	70	100.0	14.9	43.3	37.3	4.5	41.8
	4	65	100.0	18.6	33.9	20.3	27.1	47.5
	5	80	100.0	21.8	23.1	26.9	28.2	55.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	70	100.0	7.5	46.3	19.4	26.9	46.3
	4	65	100.0	6.8	45.8	28.8	18.6	47.5
	5	80	100.0	16.7	37.2	30.8	15.4	46.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 387)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.0%	Down from 1.9%	2.4%	3.0%
Attendance rate	96.1%	Down from 96.6%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.3%	Down from 2.7%	3.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.3%	Up from 3.2%	2.5%	3.2%
Eligible for gifted and talented	30.2%	Down from 31.0%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.3%	Up from 7.0%	7.7%	8.2%
Older than usual for grade	0.3%	Up from 0.2%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 28)				
Teachers with advanced degrees	53.6%	Down from 59.3%	55.5%	52.6%
Continuing contract teachers	82.1%	Down from 92.6%	84.6%	83.3%
Highly qualified teachers	88.0%	Down from 93.8%	93.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	94.9%	Up from 89.7%	88.4%	87.0%
Teacher attendance rate	96.1%	Up from 95.2%	94.9%	95.0%
Average teacher salary	\$42,993	Up 0.5%	\$42,790	\$41,703
Prof. development days/teacher	10.8 days	Up from 9.3 days	11.8 days	12.8 days
School				
Principal's years at school	19.0	Up from 18.0	5.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Down from 22.4 to 1	19.9 to 1	18.8 to 1
Prime instructional time	90.7%	Up from 90.6%	90.2%	89.8%
Dollars spent per pupil*	\$5,871	Down 1.3%	\$5,871	\$6,242
Percent of expenditures for teacher salaries*	67.1%	Up from 66.4%	67.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.0%	Down from 93.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.5%		89.4%	
Highly qualified teachers in high poverty schools	89.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Springdale Elementary School continues to look for ways to improve instruction and enhance student achievement. A major effort this year, and to continue into future years, was to better meet the differing needs and achievement levels of our students. In language arts, this was achieved by continuing to improve literacy group instruction or small group instruction. Students receive large group (whole class) instruction related to state mandated standards for their grade, and they receive small group instruction based on their needs and ability levels. We tested students in grades 2-5 using the Measures of Academic Progress (MAP) test three times this year. There were 3 subtests administered each time (Reading; Language; and Math). For diagnostic purposes, teachers had students complete two writing benchmark papers. Teachers then scored the writings using criteria much like the scoring for PACT. This allowed the teachers to see individual and class progress toward mastery of the South Carolina writing standards. Kindergarten and first grade teachers administered the Developmental Reading Assessment (DRA) to each of their students twice during the year. The results helped teachers better determine skills mastered and not mastered by the students. This helped the teachers plan better focused instruction.

Springdale continues to look for additional methods and strategies to help those students experiencing academic difficulty. We continued Reading Recovery for at risk first grade students. We conducted after-school tutorials for students in grades 4 and 5 needing extra assistance. We offered summer school for students in grades 3-5 who experienced great difficulty in language arts and/or mathematics. Teacher assistants continued to give small group assistance to students in grades 1-5 who needed such assistance.

Our students continue to perform well academically. Most students score well above the standards on state and national tests. Nearly 50% of our 3rd-5th graders made the Honor Roll or Principal's list each nine weeks. Twenty-five percent of our 5th graders received the President's Academic Fitness Award.

We continue to experience strong support from our PTO and SIC. The PTO provided additional funds for activities that related to academic standards and fine arts standards. They purchased sound systems for our media center and for the new fifth grade classroom. They are assisting in improving our media center with additional funds for books and technology. The PTO continues its support of the motivational reading program for students. The PTO and SIC continue to be additional ways to sample parent opinions on curriculum and organization.

Tom Smith, Principal
Mitch Yell, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	26	75	49
Percent satisfied with learning environment	95.7%	91.8%	95.8%
Percent satisfied with social and physical environment	100.0%	94.6%	98.0%
Percent satisfied with school-home relations	95.8%	89.0%	79.6%

*Only students at the highest elementary school grade level at this school and their parents were included.